

Structured TEACCHing Strategies

VISUAL STRUCTURE of MATERIALS

1. REVIEW the SCENARIO of this student

- a. As a group, discuss possible goals from both a developmental perspective and from the Common Core Curriculum that would be appropriate and beneficial for this student.
- b. GOAL 1: _____
- c. GOAL 2: _____

2. DESIGN the TASK/ACTIVITY

- a. Select ONE of the identified goals and make a Visually Structured task/activity for a teaching session. Consider the following criteria in developing the task/activity: *high emerging skill, strengths, interests, potential for independence, functionality/meaningfulness*
- b. Discuss as a group what is needed in making this visually structured task/activity for this student. While planning, write out the answers to these questions.

STUDENT's NAME	DESCRIBE the TASK/ACTIVITY
On what interest of the student is the task based?	
Will the student organize the materials him/herself or are they already organized?	
What type of visual organization will be used?	
What type of visual instruction will be used to help the student understand "what to do"?	
Is any additional visual clarity needed for this task?	
Is there a clear beginning and end to this task?	
What individual considerations were used in determining the length of the task?	

3. CREATE the TASK/ACTIVITY

- a. Use the available materials to construct a visually structured task/activity for this student.
- b. Incorporate the visual structure (instruction and organization) that the student will need to complete the task independent of direct teacher instruction once the skills is learned.